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THE CORRELATION BETWEEN PARENTAL MOTIVATION AND STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH AT STATE SENIOR HIGH SCHOOL 2 SIAK HULU

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

1442 H/2021 M



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**THE CORRELATION BETWEEN PARENTAL MOTIVATION
AND STUDENTS' ACHIEVEMENT IN LEARNING
ENGLISH AT STATE SENIOR HIGH SCHOOL 2
SIAK HULU**

Thesis

**Submitted in Partial Fulfillment of the Requirements
For Getting Bachelor Degree of Education
(S.Pd.)**



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SUPRVISOR APPROVAL

The thesis entitled The Correlation between Parental Motivation and Students' Achievement in Learning English at State Senior High School 2 Siak Hulu was written by Kurnia Tri Ardilla SIN 11614203320 it has been accepted and approved to be examined in the final examination by the Examination Committee of Undergraduate Degree and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru, December 3th, 2020

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ABSTRACT

Kurnia Tri Ardilla (2020): The Correlation between Parental Motivation and Students' Achievement in Learning English at State Senior High School 2 Siak Hulu

This study aims to determine how the parental motivation on the students' achievement in learning English of the second grade students' at the state senior high school 2 Siak Hulu. This research used a quantitative research which was correlation research design. There were two variables in this research. Independent variable (X) was parental motivation and dependent variable (Y) students' achievement in learning English. The sample used in this study amounted to 33 students' and 33 parents' of the students'. Furthermore, in data collection technique, researcher used questionnaire and documentation as a data collection technique. The technique of data analysis the researcher used SPSS 23.0 to know the correlation between parental motivation and students' achievement in learning English. Based on the result of research that has been done, researchers found that in general the level of parental motivation on the students' achievement in learning English of the second grade at the state senior high school 2 Siak Hulu can be categorized strong, with a percentage reaching 40.57%. Meanwhile, there were still 59.43% of students' influenced by other factors.

Keywords: *parental motivation, learning achievement*



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ABSTRAK

Kurnia Tri Ardilla (2020): Hubungan antara Motivasi Orang Tua dan Prestasi Belajar Bahasa Inggris Siswa Sekolah Menengah Atas Negeri 2 Siak Hulu

Penelitian ini bertujuan untuk mengetahui bagaimana motivasi orang tua terhadap prestasi belajar bahasa inggris siswa kelas II di SMA negeri 2 siak hulu. Penelitian ini menggunakan jenis penelitian kuantitatif dengan jenis penelitian korelasi. Variable dalam penelitian ini ada dua, variable bebas (X) adalah motivasi orang tua dan variable terikat (Y) prestasi belajar bahasa inggris siswa. Sampel yang digunakan dalam penelitian ini berjumlah 33 siswa dan 33 orang tua siswa. Selanjutnya dalam teknik pengumpulan data, peneliti menggunakan angket dan dokumentasi sebagai teknik pengumpulan data. Teknik analisis data peneliti menggunakan SPSS 23.0 untuk mengetahui hubungan motivasi orang tua dengan prestasi belajar bahasa inggris siswa. Berdasarkan hasil penelitian yang telah dilakukan, peneliti menemukan bahwa secara umum tingkat motivasi orang tua terhadap prestasi belajar bahasa inggris siswa kelas II di SMA Negeri 2 Siak Hulu dapat dikategorikan kuat, dengan persentase mencapai 40,57%. Sementara itu masih ada 59.43% siswa yang masih dipengaruhi oleh factor lain.

Kata Kunci: *Motivasi Orang Tua, prestasi belajar*

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ملخص

كورنيا تري أرديلا، (٢٠٢٠): العلاقة بين دافع الوالدين وإنجاز التلاميذ في تعلم اللغة الإنجليزية في المدرسة الثانوية الحكومية ٢ سيك هولو

يهدف هذا البحث إلى معرفة كيف يكون دافع الوالدين وإنجاز التلاميذ في تعلم اللغة الإنجليزية في المدرسة الثانوية الحكومية ٢ سيك هولو. استخدم هذا البحث البحث الكمي الذي كان تصميمه بحثاً ارتباطياً. في هذا البحث متغيران. المتغير المستقل دافع الوالدين، والمتغير غير المستقل إنجاز التلاميذ في تعلم اللغة الإنجليزية. بلغت العينة المستخدمة ٣٣ تلميذاً و ٣٣ شخصاً من والديهم. وفي تقنية جمع البيانات، استخدمت الباحثة الاستبيان والتوثيق كطريقة جمع البيانات. وطريقة تحليل البيانات التي استخدمتها الباحثة برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٣ لمعرفة العلاقة بين دافع الوالدين وإنجاز التلاميذ في تعلم اللغة الإنجليزية. بناءً على نتائج البحث، وجدت الباحثة أن يمكن تصنيف مستوى دافع الوالدين على إنجاز التلاميذ في تعلم اللغة الإنجليزية إلى ٣٣٪ من التلاميذ في المدرسة الثانوية الحكومية ٢ سيك هولو، بنسبة مئوية تصل إلى ٥٩،٤٣٪ من التلاميذ الذين يتأثرون بعوامل أخرى.



الكلمات الأساسية : دافع الوالدين، إنجاز التلاميذ

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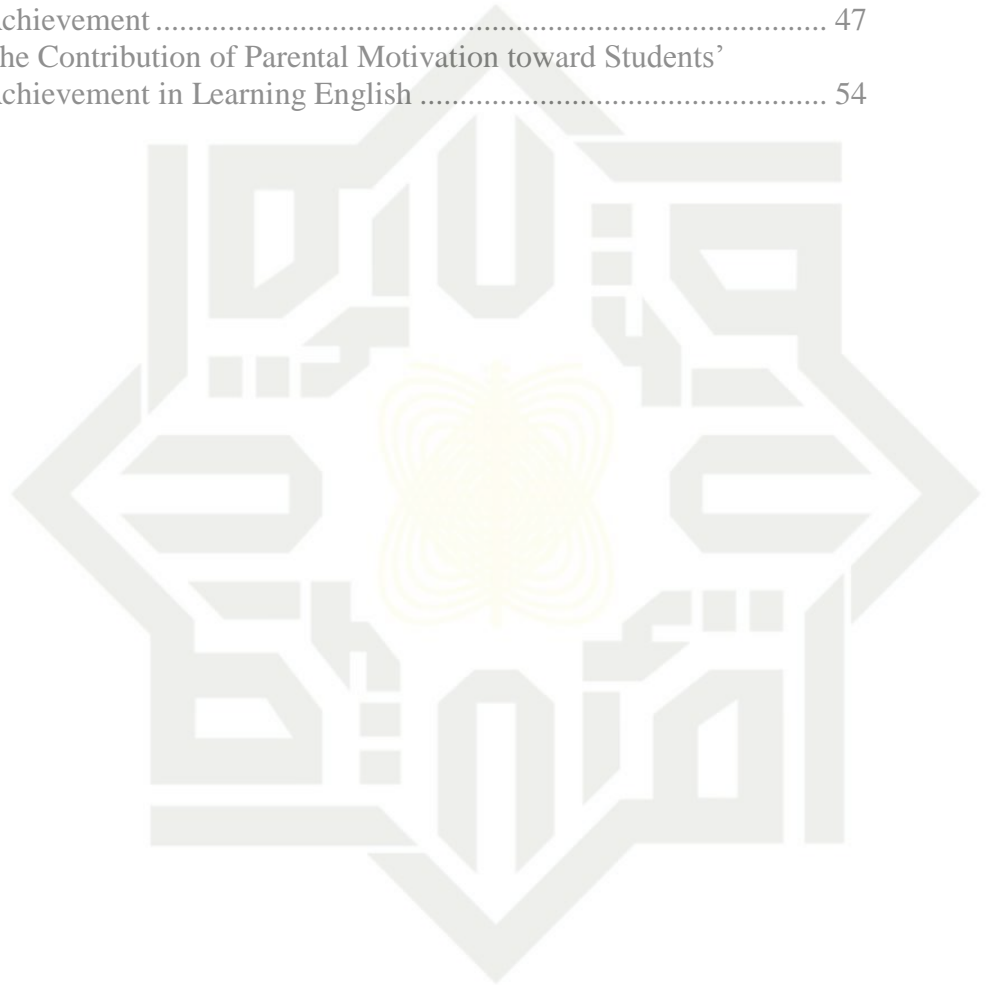


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CHAPTER I INTRODUCTION

A Background of the problem

English is one of compulsory subject should be taught in school. Many students' think learning English is very difficult and boring. And most students' are still low, interested in learning English. Many things cause it; one of them is less of motivation. One of important aspects in learning English is motivation. According to Long, C., Ming, Z., & Chen, L. (2013), English learners learning motivation plays an important role. The students need motivation to achieve the goals of learning. Motivation is one of the key factors refers to language learning success. By motivation pushes someone to do things to achieve something. Smith (1958) defines that motivation is the dynamic force that energized behavior. It is motivations that compel the child to act. The motivation is persistent since they keep the child acting until they find the satisfaction for them. By having motivation, the child will increase their capability in their life. One of sides that have responsibility for making a child has motivation is their parents.

The position and function of parents aim in learning English is much needed to increase a student's motivation in learning English. The purpose of parents giving motivation to students' is to increase language skills of students' in learning English. Ogunkola (2010) said that parents have to involve in their children's education because some researchers have identified parental involvement as an important factor affecting student's achievement.

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The students' can develop and improve their knowledge about English by motivation from their parents.

In Indonesia, the Government Regulation Number 17 of 2010 on Management and Education aims to build a foundation for the development of the potential of learners to become self-reliant and self-confident. Actually, from the concept, one of the learning objectives in the 2013 Curriculum is to provide motivation and confidence so that the students can develop their talents and interests maximally. Based on the curriculum, they expect the students that have graduated from senior high school to master the four language skills (listening, speaking, reading, and writing) and also can communicate both in written and oral language. Therefore, the teaching in English in senior high school is aiming at developing the four language skills in order that the students can motivate students in learning English.

Based on preliminary research observation at senior high school 2 Siak Hulu, English is being taught 90 minutes in a week. The passing grade (KKM) of English subject is 75. This school using 2013 curriculum (K13) for teaching-learning process. Regarding to 2013 curriculum, the goal of learning English is to develop the students' communicative competence in interpersonal, transactional, and functional text by using a kind of English text in spoken and written. The writer found that English was a hard lesson for students. Many students are still lazy for preparing in learning English. They think English is the most difficulties subject in school. When learned English, some of them are not serious if the teacher explains something in the class. Some students assumed that English is not important for their life. Sometimes,

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traditional methods in teaching English will make them bore the students to follow English class. So, making students are interested in learning English is need in state senior high school 2 Siak Hulu.

Based on school observation by interviewing the English teacher at Senior High School 2 Siak Hulu, the writer found that the most of the second grade students still have problems in learning, especially in English. Based on the preliminary research observation at senior High School 2 Siak Hulu, the writer found some phenomenon:

1. Some students do not pay attention in learning English,
2. Some student's English learning achievement is categorize into fair level,
3. Some students are not interest to learning English and lazy to do the English assignment,
4. Some of parents do not pay attention to their children and do not motivate their children
5. Most of the students need motivation in learning English.

Based on the explanation above, the researchers conclude that the teachers' role as the basic foundation is still not strong enough to be one aspect to encourage success in the learning process. It will need three roles in education, as follows the role of parents, teachers, and government (Drajat, M., & Effendi, M.R. (2014). Some factors such as the role of parents, teachers' role and also the role of government will give an effect on the success of learning. Especially, the important of parental motivation roles are the basic aspect of the education of a family. According to Triwiyanto (2014) some rights and duties reflection the parents, the first is right: parents have to

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role in choosing the education to their children and get some information about children's educational growth. The second is parental duties, parents have to involve and educate their children.

The role of parents in children's education assessed as an important thing. The involvement of the parents at home or school continuously correlated with the academic achievement of children. In the educational aspect, as the study by James Colemans found that there was a stronger correlation between achievement and quality of school. (Moshahid & Vadakkayil, 2016). The parental motivation is one of the factor that influences the students' result of the learning process or the students' academic achievement.

Based on the information above, the researchers assume that there is an influence that will be felt by students' if they have enough parental motivation their parents give that. The researchers conclude that the motivation and the involvement of parents or family will affect the students' in the school environment and during the children take the learning. Based on the explanation above, these all motivate the researcher wants to hold research with the title **"The Correlation Between Parental Motivation And Students' Achievement In Learning English at State Senior High School 2 Siak Hulu"**

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B. Problem

1. Identification of the Problem

After conducting preliminary observation at the eleventh grade of SMAN 2 Siak Hulu, Most of the students are still low, interested in learning English. Many things caused it. One of them is less of parental motivation at home. To make the problem of research clearer, the researcher identify as the problem of this research follow:

- a. How is the parental motivations ?
- b. How is the students' achievement in learning English?
- c. What factors make the students get low motivation in learning English?
- d. What factors make them do not interest the students in learning English?

2. Limitation of the Problem

After identifying the problems stated above, thus, the researcher needs to limit and focus on The Correlation Between Parental Motivation And Students' Achievement in Learning English at State Senior High School 2 Siak Hulu.

3. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the problem of the research on the following research questions.

- a. How is the parental motivation of the second grade students' at senior high school 2 Siak Hulu?

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- b. How is students' achievement in learning English of the second grade students at senior high school 2 Siak Hulu?
- c. Is there any significant correlation between parental motivation and students' achievement in learning English of the second grade students' at senior high school 2 Siak Hulu?

Objective and Significance of the Research

1. Objective of the Research

- a. To know the parental motivation in learning English of the second grade students' at senior high school 2 Siak Hulu,
- b. To know students' achievement in learning English of the second grade students at senior high school 2 Siak Hulu,
- c. To determine whether there is a significant correlation between parental motivation and students' achievement in learning English of the second grade students at senior high school 2 Siak Hulu.

2. Significance of the Research

Related to the objective of the research above, the significances of the research are:

- a. The research findings are hopefully useful for school for strengthening relation with parents.
- b. This research findings could help and motivate parents to be a good in parenting their children.

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D The Reason for choosing the Title

There are some reasons the researcher is interested in carrying out this research. The reasons are as:

1. The researcher interested in carrying out this research to identify the parental motivation and students' achievement in learning English at state senior high school 2 Siak Hulu,
2. The title of the research is relevant with the writer's status as a student of Department of English Education
3. The title of the research is not yet investigated by other previous researcher in UIN SUSKA Riau
4. The location of the research facilitates the writer in conducting the research.

E. Definitions of the Terms

1. Parental Motivations

Parental support refers to the support of parents whom include the providing of physical support such as economic emotional and material help (Ahmad & Mansor, 2016). Parental motivation is given by the parents toward their student to make them work harder or being determine their study that leads them to have better achievement in school. Santrock (2004), states that "motivation is the process that energies, direct, and sustain behavior". In this research, combining the terms of motivatons and parents based on the statement above parental motivation means the

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encouragement of learning given by parents and providing certain conditions to change behavior around the learning environment and to encourage learning activities at home and at school to improve the quality of children's learning.

2. Learning Achievement

According to Arikunto (2008) learning achievement is a level of achievement the students have achieved that toward the goal set by each field of study after following the teaching program in a certain time. In this research, the term of learning achievement is the something that has been achieve by students with efforts and skills after following learning activities.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Theoretical Framework

1. The Nature of Parental Motivation

a. Definition of Parental Motivation

Before we discuss parental motivation, we must know about what the meaning of motivation first. Many experts had given the definition about motivation. According to Brown (2001, p. 72) “one of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the mysterious of language learning. “Motivation is the difference.” Motivation is a concept without physical reality, we cannot see motivation; we see behavior. Thus, the measurement of motivation is indirect, just as the measurement of other psychological construct such as attitudes, interest and values or desire.

Santrock (2004), state that “motivation is the processes that energizes, direct, and sustain behavior”. It means that motivation is the process in which pushes and shows some people to do something and keep on the activity continuously. Motivation is very important in everything we will do. It is powerful for us to get the best in doing

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something. Many experts in psychology have given various definitions about motivation.

From the definitions above, the researcher concluded that motivation is a powerful aspect for some people to something in their life. Some people that have prime motivation will help them achieve their goal.

Parental support refers to the support of parents whom include the providing of physical support such as economic, emotional and material assistance (Ahmad & Mansor, 2016). Parental motivation has many benefits from positive parenting from birth, right through to adulthood. The child and family agency and its partners are working to support parents' to raise their children in a way that improves child well-being and children outcomes. At the family level, effective parenting motivation can help family well-being and reduce problems that might happen later on. In communities, parenting motivation can improve the well-being of communities and promote cooperation and solidarity.

Combining the terms of motivations and parents based on the statement above parental motivations means the encouragement of learning given by parents and providing certain conditions to change behavior around the learning environment and to encourage learning activities at home and at school to improve the quality of children's learning.

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Despite the variation that may exist in supportive parenting relations, Baumrind's (1971), typology of parenting styles has starred in research on children's psychosocial outcomes. From a European American perspective, this might be consider a sign of authoritarian parenting, yet this qualitatively different authoritative parenting was associated with positive academic and social outcomes (Gorman-Smith, D., Tolan, P.H., Henry, D.B., & Florsheim, P. (2000).

In addition, the parental involvement was the parent's contribution of resources to the child in the specific field (Wilder, 2014). Based on the statement above, the researcher concludes that parental motivation is the input given by parents to their children. The focus of parental motivation is not only about education but also all aspects in children's life.

b. The Effect of Parental Motivation on students' learning

Many studies about the effect of parental motivation on students' academic achievement found that significant effect. As studies conducted by (Topor, Keane, Shelton, & Calkins, 2010), (Dufur, Parcel, & Troutman, 2013) & (Lara & Saracostti, 2019). They found that positive effect of parental motivation toward students' academic achievement. The parental will give impact not only in children's daily routine but also their psychological aspect. It also could cause the forms of parental involvement itself.

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c. The purpose of providing parents' motivation toward children

According to Purwanto, (2014, p. 73) the purpose of motivation are to move or inspire a person so that the desire and willingness to do something so it can get result or achieve certain goals. Purwanto, (2004, p. 71) explains in more detail the purpose of motivation among others':

- 1) Encourage humans to do something or act
- 2) Determine the direction of action, namely toward the realization of a goal
- 3) Selecting our actions, which means determining which actions must have done to achieve the goal

From the statement above, it means that every parent's action in motivating children has certain goals. Motivational actions will be more successful if the goals are clear and realized by those who motivate and under the needs of the person being motivation.

d. Kinds of Motivations

They divided motivation into two parts, namely intrinsic motivation and extrinsic motivation. Schunk (2012) divided motivation into two types, intrinsic motivation and extrinsic motivation. Intrinsic motivation is a drive to do something based on their desire enjoyable.

According to Harmer (2001), intrinsic motivation comes from within the individual. Thus a person might motivate by the enjoyment of learning process itself or by a desire to make themselves feel better.

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With extrinsic motivation, Harmer says that it is because by many outside factors. Harmer (2001) also says extrinsic motivation is that which drives from the influence of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.

1) Intrinsic Motivation

Intrinsic motivation refers to motivation concerned in activities for its own sake. Intrinsic or internal motivation involves motivation to do something for its own desire. Some people do activity because they have the desire to do everything and reward from them and do not depend on the external rewards.

According to Lai (2011), intrinsic motivation is appeared from personal such as comfort, happiness and interest. Intrinsic motivation comes from each person who can make them are prime motivation in their life. By having intrinsic motivation, people will do something without get bored during life.

2) Extrinsic Motivation

Extrinsic motivation is motivation which engages in an activity to an end. According to Hamalik (1995), extrinsic motivation is motivation that caused by outside factors of situation. Many factors that cause people are motivation to do something such as family, and environment.

In a book that is written by Marsh (2010), entitled *Becoming teacher knowledge, skills and issues*, he stated that

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“experienced by students when they receive a reward or avoid punishment or in some other way unconnected with the task an approval for particular behavior”. It means that by giving the reward or avoids punishment, people can have prime motivation.

For further explanation about extrinsic motivation, Gardner and Lambert, (1972), there are two main types of extrinsic motivation, namely integrative motivation and instrumental motivation.

a) Integrative Motivation

In integrative motivation, students need to be attracted by the culture of the target language community. It involves students’ reasons for learning the language. To strengthen this motivation, student wishes to integrate themselves into that culture and learn hard to master the language.

b) Instrumental motivation

This motivation describes a situation in which students believe that mastery of the target language will help to get them a better job, position or status.

e. Factors that Affecting Parental Motivation

Javarov (2015) explains that factors affecting parental motivation can be divided into three groups.

1) Parent Related Factors

Parent is one factor to contribute of parental motivation in

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their children's learning process. Parental motivation can be affected by several socio-political factors, such as socio-economic condition and parents' negative school experience.

Based on statements above, several factors can affect parents' motivation such as parent's experience and parents' socio-economic status. Those factors can give the effect in parents' motivation level, and that effect will contribute to their students' academic achievement.

2) School-Related Factors

School is another factor that has an influence on parental motivation. Relation between parents and teacher more give impact on parental motivation in their student's learning process. Even when parents and teachers do not have any problem in understanding each other, teachers' attitudes influence the level of motivation. If parents trust the attitude of a teacher, they will increase their motivation. School must be a suitable partner and relation to help parents in motivating children learning process.

3) Student Related Factors

Parents are likely to get involved if they comprehend that not only teachers but also students, expect them to get involved. Many factors make the students have influence factor in parents' motivation level. Students age as an issue affecting the level of parental motivation. They explain this in addressing the downward

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trend in parental motivation in upper grades.

2. The Nature of Learning Achievement

a. Definition of learning achievement

Achievement means all things that people get from his/ her effort. But in education, achievement means the result of tests designed to determine a students' mastery of an academic area Julian (1964).

According to Louis (1966), achievement is what a parson has already learned. It means achievement is the child's past learning, his accumulated knowledge in a particular field. Meanwhile, Hornby (1995), stated achievement is a thing done successfully, especially with an effort and a skill. It meant that to achieve goal of learning, the students have to do a lot of efforts and have skills. Especially, in mastering and using English language. If the students without effort is someone and skill to achieve their goal, is it not achieve well. An effort is someone wants to do something with study hard. While skill is something that has someone that their goal can rich.

Some definitions about the English Learning achievement, the writer takes a conclusion that English Learning achievement is the students' ability, skill, and knowledge in English which they have gained or learned time. In education, achievement is signed by scores, which may be taken from the average of daily scores and from last tests.

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b. The classification of students' achievement

According to Syah (2008, p. 222) the classification of learning achievement is always related to efforts to disclose learning achievement. There is several measurement norms level of student success after following teaching and learning activity. Norm scale figures start from 0-10, or 10-100, and nor learning achievement is by using symbol letter A, B, C, D, and E.

Table II.1
Comparison of numbers, letters and predicates

| Symbols of Numbers | | | Letter | Predicated |
|--------------------|---------|--------|--------|------------|
| 8 – 10 | 80 -100 | 3,1 -4 | A | Very Good |
| 7 - 7,9 | 70 -79 | 2,1 -3 | B | Good |
| 6 - 6,9 | 60 -69 | 1,1 -2 | C | Fair |
| 5 - 5,9 | 50 -59 | 1 | D | Poor |
| 0 - 0,49 | 0 -49 | 0 | E | Failed |

B. Relevant Research

To avoid plagiarism from previous research, there are some researches that have been conducted research relates to this research as follows.

The first relevant research was conducted by Fitriah, AB. which entitled “Parents’ Involvement and its Influence on Students English Achievement”. This research was conducted on 2009 in MTsN Tangerang II Pamulang. The researcher used correlational research. The number of population of this research was 402 students. In this research, the researcher used proportional random sampling. The technique of collecting data was by using documentary study, questionnaire, interview and observation. After the data of parents’ involvement and the students’ English learning achievement

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were collected, the data were statistically computed to find out the correlation between the two variables. From the result, it was found out that the mean of the parental involvement and students' English learning achievement is 0.402. It means that the mean of the scores is at medium. It means that there is a significant correlation parents' involvement and the students' English learning achievement.

The second research was conducted by Ramadona, E. which entitled "the correlation between students' motivation in learning English and their English learning achievement at state senior high school 1 Batang Cenaku Indragiri Hulu Regency". This research was conducted on 2018 in SMAN 1 BATANG CENAKU. The researcher used correlational research. The number of population of this research was 121 students. In this research, the researcher used purposive sampling technique. The technique of collecting data was by using documentary study and questionnaire. After the data of students' motivation in learning English and their English learning achievement were collected, the data were statistically computed to find out the correlation between the two variables. From the result, it was found out that the coefficient effect determinant is 82.32%. It means that the mean of the scores is at an excellent level. It means that there is a significant correlation between students' motivation in learning English and their English learning achievement at state senior high school 1 Batang Cenaku Indragiri Hulu Regency.

The third research was conducted by Nofianis, E. which entitled “the correlation between motivation in learning English and the English learning achievement of the second year of SLTPN 11 Kampar”. This research was conducted on 2010 in SLTPN 11 Kampar. The researcher used correlational research. The number of population of this research was 43 students. In this research, the researcher used total sampling. The technique of collecting data was by using questionnaire. After the data of students’ motivation in learning English and the English learning achievement were collected, the data were statistically computed to find out the correlation between the two variables. From the result, it was found out that the correlation coefficient was 0.762%. It means that the mean of the scores is at strong level. It means that there is a significant correlation between motivation in learning English and the English learning achievement of the second year of SLTPN 11 Kampar.

Based on previous research mentioned above, the researcher concludes that just two studies are related to parental motivations and one of these studies related to motivation and learning achievement. The similarities of the studies are in investigation about the correlation parental and motivation children in learning. The differences the studies are these studies investigated about parental involvement and researcher investigation about parental motivations.

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© Hak cipta milik UIN Suska Riau Operational Concept

The operational concept is a concept that related to the theoretical concept on all of the variables that should be used in a research paper practically and empirically. It means that operational concept is a concept derived from theoretical frameworks researched changes which into empirical language.

There are two variables used in this research. They are parental motivation as independent variable (variable X) and students' achievement in learning English as dependent variable (variable Y). Thus, the researcher determines some indicators of both variables as follows:

The indicators of variable X or parental motivation as an independent variable by Epstein (1994) are:

1. Parents control and support in their children English learning activity
2. Parents communicate with school about their children English progress
3. Parents attend in their children English school events
4. Parents help their children in completing English homework
5. Parents take part in parent-teacher meeting to make school policy about English learning
6. Parents support English learning and maintain communicate within family members to develop children's English learning activity.

Students' achievement in learning English is a dependent variable. It is symbolized by "Y variable". The indicator of this variable is the students' score in final examination. The writer asks about the result of the final

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examination scores to the teacher because from the final examination score the learning outcome that has been reached can be measured. The researcher was taken the data from documentation. Documentation is the technique used to get some data about students' achievement in learning English.

Assumption and Hypothesis of the Research

1. The Assumption

The better the parents' do parental motivation, the better students' achievement in learning English will get.

2. The Hypothesis

- a. Ho: there is no significant correlation between parental motivation and students' achievement in learning English at the eleventh grade of SMA 2 Siak Hulu
- b. Ha: there is significant correlation between parental motivation and students' achievement in learning English at the eleventh grade of SMA 2 Siak Hulu

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CHAPTER III

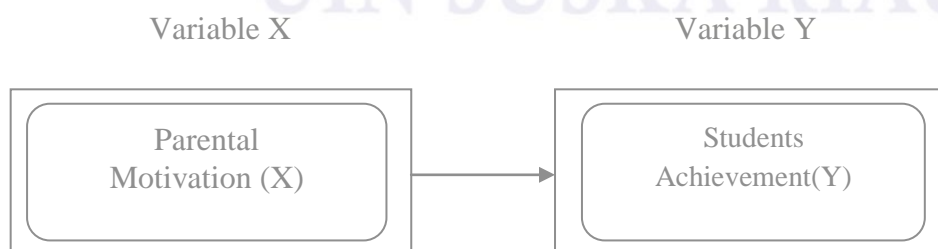
METHOD OF THE RESEARCH

Research Design

This research was a quantitative research which was correlational research design. It was a correlational design to find out the correlation between parental motivation and students' achievement in learning English. According to Ary (2010), correlational research is a technique that is used to analysis two or more variables in only one of topics. It meant that by used a correlational research; the researcher was interested in knowing about relationship between variables in a research. It was line with Cresswell (2008); he stated that correlational design is a way in quantitative research in which an investigated wants to know about the relationship between two or more variables by using correlational analysis.

Parental motivation was symbolized by "X" as an independent variable, and the students' achievement in learning English was symbolized by "Y" as a dependent variable. The following diagram pictures the design of this research:

Chart III.1
Dependent Variabel



Source: Usman (2015), 231

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B Time and Location of the Research

The research was conducted at the eleventh-grade students of State Senior High School 2 Siak Hulu and the time in conducted of the research on September 2020. It was located at Kubang Raya Street, Kubang Jaya, Siak Hulu, Kampar regency.

C The subject and object of the research

1. The Subject of the Research

The subject of this research was the eleventh grade students at state senior high school 2 Siak Hulu in 2020/2021 academic years.

2. The object of the Research

The object of this research was the correlation between parental motivation and students' achievement in learning English at state senior high school 2 Siak Hulu.

D Population and Sample of the Research

1. Population of the Research

According to Cresswell (2012) "population is a group of individuals who have the same characteristic". The target population of this research was the second grade students at state senior high school 2 Siak Hulu. There are 11 (eleven) classes comprised 345 students. Total number of students is as follow:

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Table III.1
The total Population of Eleventh Grade of Senior High School 2 Siak Hulu

| NO | Class | Number of Students |
|----|--------------|--------------------|
| 1 | XI Science 1 | 32 |
| 2 | XI Science 2 | 34 |
| 3 | XI Science 3 | 32 |
| 4 | XI Science 4 | 31 |
| 5 | XI Science 5 | 31 |
| 6 | XI Science 6 | 33 |
| 7 | XI Social 1 | 32 |
| 8 | XI Social 2 | 30 |
| 9 | XI Social 3 | 31 |
| 10 | XI Social 4 | 31 |
| 11 | XI Social 5 | 30 |
| | Total | 345 |

2. Sample of the Research

The researcher was taken the sample of the populations in this research based on purposive sampling technique. According to Arikunto (2010) purposive sampling is the selecting a sample by taking subject based on specific purpose. The researcher was taken one class of students and their parents as sample based on English teacher suggestion who teaches at the second grade students of senior high school 2 Siak Hulu.

Table III.2
Sample of the Research

| No | Class | Number of students |
|----|--------------|--------------------|
| 1. | XI Science 6 | 33 |
| | Total | 33 |

E. Technique of Data Collection

The data collection of this research used documentation and questionnaire.

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1. Questionnaire

The questionnaire is a data collection technique is done by the researcher for giving some questions or statements to the respondent. Furthermore, the respondent will answer the questioner by choosing the options that had given (Sugiyono, 2018). This questionnaire was used to get the data about parental motivation at state senior high school 2 siak hulu.

In this research, the researcher construct it to answer the research question purposed in chapter one. In another word, they write questionnaire instrument consist a set of questions which are distributed to the respondent to get some information. In addition, the questionnaire was needed to reveal the parental motivation.

Table III.3
Blue print of parental motivation

| No | Indicators | Number of items | Item numbers |
|----|---|-----------------|-------------------|
| 1 | parents control in learning activity | 4 | 1, 2, 3 and 4 |
| 2 | Parents communicate with school | 5 | 5, 6, 7, 8 and 9 |
| 3 | Parents attend in school events | 5 | 10 and 11 |
| 4 | Parents help their children homework | 5 | 12, 13 and 14 |
| 5 | Parents participate to make school policy | 5 | 15 and 16 |
| 6 | Parents support | 5 | 17, 18, 19 and 20 |

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2. Validity and Reliability of Instrument

To obtain the data from the respondents, the researcher made try out just for questionnaire tests to determine the validity and reliability then, analyzed the reliability and validity used SPSS 23 Program.

a. Validity of the Parental Motivation Questionnaire

To analyze the validity of parental motivation questionnaire, the researcher conducted a try out to 20 items by handing 33 parents who was not included in the research sample. The researcher used SPSS 23 Program to analyze the data. The researcher compared R observed to R table at significant level of 5% is 0.344 ($df=N-2=31$). The R observed of each item should be higher than the R table to be considered as a valid question. If the observed of r on the analysis of less than R table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and it must be removed or corrected.

The results of the analysis showed that all of the questions accepted or valid and there were no rejected or invalid, 20 questions are valid and the rest are dropped. Thus, there was 20 items of questioner to test parental motivation. The result of validity for parental motivation as follows:

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Table III.4
Validity of Parental Motivation

| Item No | R Observed | R table | Status |
|-------------|------------|---------|--------|
| Question 1 | 0.450 | 0.344 | Valid |
| Question 2 | 0.676 | 0.344 | Valid |
| Question 3 | 0.530 | 0.344 | Valid |
| Question 4 | 0.754 | 0.344 | Valid |
| Question 5 | 0.468 | 0.344 | Valid |
| Question 6 | 0.629 | 0.344 | Valid |
| Question 7 | 0.447 | 0.344 | Valid |
| Question 8 | 0.516 | 0.344 | Valid |
| Question 9 | 0.537 | 0.344 | Valid |
| Question 10 | 0.792 | 0.344 | Valid |
| Question 11 | 0.592 | 0.344 | Valid |
| Question 12 | 0.547 | 0.344 | Valid |
| Question 13 | 0.406 | 0.344 | Valid |
| Question 14 | 0.637 | 0.344 | Valid |
| Question 15 | 0.628 | 0.344 | Valid |
| Question 16 | 0.347 | 0.344 | Valid |
| Question 17 | 0.670 | 0.344 | Valid |
| Question 18 | 0.647 | 0.344 | Valid |
| Question 19 | 0.768 | 0.344 | Valid |
| Question 20 | 0.503 | 0.344 | Valid |

b. Reliability of Instrument

Reliability has to do with accuracy of measurement. The kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. Internal consistency reliability is the instrument administered once, using one version of the instrument (Creswell, 2012). Below was the table of categories of reliability questioner used in determining the level of reliability.

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Table III.5
The Level of Acceptable Reliability

| NO | Reliability | Validity |
|----|-------------|----------------------|
| 1 | >0.90 | Very high |
| 2 | 0.80 – 0.90 | High |
| 3 | 0.70 – 0.79 | Reliable |
| 4 | 0.60 – 0.69 | Marginally/Minimally |
| 5 | <0.60 | Unacceptably low |

(Cohen, Manion & Morison, 2007:506)

To obtain the reliability of the parental motivation questioner, the researcher used SPSS 23.0 Program to find out whether the test was reliable or not. Below is the result of reliability statistic.

Table III.6
The Reliability Statistic of Parental Motivation

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .925 | 20 |

From the table above, it can be seen the value of Cronbach's alpha was 0.925. The value was higher than the standard Cronbach's alpha which 0.60 was. Therefore, it can be concluded that the questioner was reliable and the level of reliability was very high.

3. Documentation

Documentation was collected the data for students' English learning achievement (dependent). Riduwan (2013, p. 31) states documentation is shown to get data directly from the research site, including relevant books, regulations, activity reports, photographs, documentaries, and research relevant data. Arikunto (2012, p. 201) documentation is find out data on thing or variable in the form of notes, transcripts, books, newspapers, magazines, inscriptions, note meeting,

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agenda and so forth. So, the writer used a list of students' achievement score in a final examination in English subject. Syafii. S (2018, p. 111) states video-recording can collect the document or photocopying. The researcher was copy the students' entire score document from the teacher. According to Syah (2008, p. 222) the category of score can be described from the following table:

Table III.7
The Category of Achievement

| Symbols of Numbers | | | Letter | Predicated |
|--------------------|---------|--------|--------|------------|
| 8 – 10 | 80 -100 | 3,1 -4 | A | Very Good |
| 7 - 7,9 | 70 -79 | 2,1 -3 | B | Good |
| 6 - 6,9 | 60 -69 | 1,1 -2 | C | Fair |
| 5 - 5,9 | 50 -59 | 1 | D | Poor |
| 0 - 0,49 | 0 -49 | 0 | E | Failed |

F. Technique of Data Analysis

In analyzing the data it was analyzed by the statistically analysis formula. The writer used questionnaire data in variable X. The data was analyzed by used formula Sudijono (2015, p. 43)

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Number of percentage

F = Frequency

N = Number of sample

To analyze the correlation between parental motivation and students' achievement in learning English at state senior high school 2 Siak Hulu, the researcher was used Pearson product-moment correlation coefficient (r)

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technique as follows by using SPSS 23.0 program for Windows Hartono (2010, p. 53):

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Where :

r_{xy} = Coefficient between x and y

N = Number of sample

$\sum x$ = Number of independent variable

$\sum y$ = Number of dependent variable

$\sum x^2$ = Number of square of the independent variable

$\sum y^2$ = Number of square of the dependent variable

$\sum xy$ = Number of multiplication of the independent and dependent variables

Statistically the Hypotheses are:

$H_a: r_o > r_{table}$

$H_o: r_o \leq r_{table}$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between parental motivation's and their English learning achievement.

H_o is accepted if $r_o \leq r_{table}$ or there is no significant correlation between parental motivation's and their English learning achievement.



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CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

The objective of this research was to find out whether there is a significant correlation between parental motivation and students achievements in learning English at state senior high school 2 Siak Hulu-Kampar or not. Based on data analysis in previous chapter, the researcher conclude that:

1. The mean score of the parental motivation in learning English of the second grade students' at senior high school 2 Siak Hulu was 72.64. It was categorized as “**Good**” level.
2. The mean score of students' achievement in learning English of the second grade students at senior high school 2 Siak Hulu was 73.42. It was categorized as “**Good**” level.

There is a significant correlation between parental motivation and students' achievement in learning English of the second grade students' at Senior High School 2 Siak Hulu. It is categorized as “**Strong**” level (0.637). It can be said parental motivation in learning English of the second grade students' at senior high school 2 Siak Hulu has a contribution on students' achievement in learning English. 40.57% of parental motivation at senior high school 2 Siak Hulu is influenced by students' achievement in learning English.

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B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

1. Parental motivation in learning English of the second grade students' at senior high school 2 Siak Hulu has a contribution on students' achievement in learning English. So, it is good for the students to increase their level especially in learning English.
2. Students' achievement in learning English of the second grade students' at senior high school 2 Siak Hulu is on good level. For increase the score, many factors can be influenced.
3. For future researchers, it is important to measure other factors that caused students' achievement in learning English.

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APPENDICES

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CURRICULUM VITAE

The researcher's name is Kurnia Tri Ardilla and He was born in Terantang Manuk on November 15th 1998. Her father's Name Kamal Abdul Nasir and her Mother is Siti Sahara. She lives at Lintas Timur street, Terantang Manuk village, Pangkalan Kuras, Pelalawan, Riau.

Her educational background started at the state elementary school 004 Terantang Manuk in 2004. Furthermore, her continued to the state junior high school 003 Pangkalan Kuras and graduated in 2013. In the senior high school her studied at the state senior high school 002 Pangkalan Kuras and graduated in 2016.

Then, the researcher continued her study on higher education, and she has admitted at the State Islamic University of Sultan Syarif Qasim Riau in 2016.



1. Dianggap melanggar hak cipta jika ada penjiplakan atau pengutipan dengan cara-cara yang tidak diijinkan oleh undang-undang.
2. Dianggap melanggar hak cipta jika ada penjiplakan atau pengutipan dengan cara-cara yang tidak diijinkan oleh undang-undang.

THE RESULT OF QUESTIONARE RESPOND

| QUESTIONS NUMBER | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|-------|--|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | total | Score | | |
| 2 | 5 | 2 | 2 | 3 | 3 | 3 | 5 | 5 | 2 | 3 | 5 | 3 | 3 | 3 | 1 | 5 | 2 | 2 | 5 | 64 | 64 | | 64 |
| 5 | 3 | 4 | 3 | 4 | 3 | 3 | 5 | 4 | 3 | 5 | 3 | 4 | 4 | 5 | 3 | 5 | 3 | 2 | 4 | 75 | 75 | | 75 |
| 4 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 5 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 67 | 67 | | 67 |
| 4 | 3 | 2 | 2 | 3 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 5 | 4 | 5 | 5 | 4 | 2 | 3 | 4 | 70 | 70 | | 70 |
| 4 | 3 | 5 | 4 | 3 | 2 | 5 | 3 | 5 | 4 | 2 | 5 | 4 | 3 | 3 | 4 | 2 | 4 | 2 | 3 | 70 | 70 | | 70 |
| 4 | 4 | 2 | 3 | 4 | 2 | 5 | 5 | 3 | 4 | 2 | 3 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 5 | 75 | 75 | | 75 |
| 5 | 3 | 4 | 3 | 2 | 3 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 5 | 4 | 4 | 3 | 3 | 4 | 74 | 74 | | 74 |
| 2 | 2 | 2 | 1 | 3 | 3 | 2 | 4 | 2 | 4 | 3 | 4 | 3 | 3 | 2 | 4 | 2 | 3 | 3 | 5 | 57 | 57 | | 57 |
| 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 5 | 4 | 4 | 68 | 68 | | 68 |
| 5 | 4 | 2 | 5 | 2 | 5 | 4 | 4 | 2 | 5 | 4 | 4 | 3 | 5 | 2 | 2 | 3 | 4 | 3 | 4 | 72 | 72 | | 72 |
| 4 | 5 | 4 | 3 | 3 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 3 | 3 | 4 | 5 | 2 | 4 | 5 | 80 | 80 | | 80 |
| 5 | 4 | 2 | 5 | 2 | 2 | 4 | 4 | 3 | 5 | 4 | 4 | 3 | 5 | 4 | 4 | 3 | 5 | 3 | 4 | 75 | 75 | | 75 |
| 3 | 4 | 3 | 5 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 5 | 4 | 3 | 5 | 2 | 3 | 4 | 3 | 4 | 71 | 71 | | 71 |
| 3 | 5 | 3 | 4 | 4 | 5 | 4 | 2 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 70 | 70 | | 70 |
| 4 | 2 | 3 | 4 | 3 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 5 | 4 | 3 | 67 | 67 | | 67 |
| 4 | 4 | 4 | 3 | 4 | 3 | 5 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 5 | 3 | 3 | 3 | 4 | 71 | 71 | | 71 |
| 4 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 65 | 65 | | 65 |
| 4 | 5 | 2 | 3 | 4 | 3 | 4 | 2 | 2 | 3 | 2 | 4 | 3 | 3 | 2 | 1 | 5 | 3 | 3 | 4 | 62 | 62 | | 62 |
| 4 | 5 | 4 | 2 | 3 | 3 | 2 | 3 | 5 | 2 | 2 | 5 | 3 | 4 | 3 | 4 | 3 | 4 | 5 | 4 | 70 | 70 | | 70 |



Hak Cipta dan Hak Kekayaan Intelektual

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| | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|--|----|
| Respondent 20 | 4 | 5 | 4 | 3 | 5 | 3 | 4 | 4 | 3 | 2 | 3 | 4 | 5 | 3 | 3 | 4 | 3 | 4 | 4 | 5 | 75 | 75 | | 75 |
| Respondent 21 | 3 | 5 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 5 | 4 | 4 | 78 | 78 | | 78 |
| Respondent 22 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 5 | 3 | 4 | 3 | 5 | 3 | 5 | 3 | 5 | 81 | 81 | | 81 |
| Respondent 23 | 4 | 5 | 4 | 4 | 3 | 3 | 4 | 5 | 3 | 4 | 3 | 5 | 4 | 3 | 3 | 4 | 4 | 5 | 3 | 4 | 77 | 77 | | 77 |
| Respondent 24 | 4 | 5 | 4 | 3 | 2 | 3 | 5 | 3 | 4 | 4 | 3 | 5 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 5 | 75 | 75 | | 75 |
| Respondent 25 | 5 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 5 | 4 | 3 | 2 | 4 | 5 | 4 | 3 | 4 | 5 | 4 | 4 | 80 | 80 | | 80 |
| Respondent 26 | 5 | 4 | 5 | 5 | 2 | 3 | 2 | 2 | 5 | 3 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 5 | 4 | 3 | 75 | 75 | | 75 |
| Respondent 27 | 3 | 4 | 3 | 3 | 3 | 5 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 5 | 3 | 4 | 3 | 4 | 4 | 70 | 70 | | 70 |
| Respondent 28 | 4 | 5 | 4 | 3 | 4 | 5 | 4 | 5 | 3 | 2 | 3 | 4 | 4 | 3 | 5 | 3 | 4 | 3 | 4 | 3 | 75 | 75 | | 75 |
| Respondent 29 | 4 | 3 | 4 | 3 | 3 | 4 | 2 | 4 | 3 | 4 | 4 | 2 | 5 | 4 | 3 | 2 | 3 | 4 | 5 | 4 | 70 | 70 | | 70 |
| Respondent 30 | 3 | 4 | 4 | 5 | 4 | 4 | 3 | 2 | 3 | 3 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 79 | 79 | | 79 |
| Respondent 31 | 3 | 4 | 3 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 5 | 4 | 75 | 75 | | 75 |
| Respondent 32 | 4 | 5 | 4 | 3 | 5 | 4 | 4 | 5 | 3 | 4 | 5 | 4 | 4 | 4 | 3 | 5 | 2 | 4 | 3 | 5 | 80 | 80 | | 80 |
| Respondent 33 | 4 | 4 | 5 | 4 | 5 | 5 | 3 | 3 | 4 | 5 | 4 | 2 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 84 | 84 | | 84 |



VALIDITY OF THE QUESTIONARE OF THE RESEARCH

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| RESPONDEN | QUESTIONS NUMBER | | | | | | | | | | | | | | | | | | | | Total | Score |
|---------------|------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| Respondent 1 | 4 | 3 | 2 | 2 | 4 | 2 | 3 | 4 | 2 | 2 | 3 | 4 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 4 | 56 | 56 |
| Respondent 2 | 5 | 3 | 4 | 3 | 3 | 3 | 5 | 5 | 4 | 3 | 5 | 3 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 5 | 77 | 77 |
| Respondent 3 | 2 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 4 | 3 | 2 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 3 | 2 | 59 | 59 |
| Respondent 4 | 4 | 2 | 2 | 2 | 2 | 2 | 4 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 2 | 2 | 2 | 2 | 4 | 50 | 50 |
| Respondent 5 | 2 | 4 | 5 | 4 | 4 | 4 | 2 | 2 | 5 | 4 | 2 | 4 | 3 | 4 | 2 | 5 | 4 | 5 | 4 | 2 | 71 | 71 |
| Respondent 6 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 49 | 49 |
| Respondent 7 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 75 | 75 |
| Respondent 8 | 3 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 2 | 1 | 3 | 4 | 2 | 1 | 2 | 4 | 3 | 2 | 1 | 3 | 46 | 46 |
| Respondent 9 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 60 | 60 |
| Respondent 10 | 4 | 5 | 2 | 5 | 5 | 5 | 4 | 4 | 2 | 5 | 4 | 5 | 2 | 5 | 4 | 2 | 5 | 4 | 5 | 4 | 81 | 81 |
| Respondent 11 | 5 | 3 | 4 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 3 | 4 | 4 | 5 | 4 | 3 | 3 | 3 | 5 | 80 | 80 |
| Respondent 12 | 5 | 5 | 2 | 5 | 3 | 5 | 4 | 4 | 2 | 5 | 4 | 5 | 2 | 5 | 4 | 2 | 5 | 2 | 5 | 4 | 78 | 78 |
| Respondent 13 | 2 | 4 | 3 | 5 | 5 | 5 | 2 | 3 | 3 | 5 | 2 | 5 | 3 | 5 | 3 | 3 | 5 | 4 | 5 | 3 | 75 | 75 |
| Respondent 14 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 5 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 70 | 70 |
| Respondent 15 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 69 | 69 |
| Respondent 16 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 69 | 69 |
| Respondent 17 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 65 | 65 |
| Respondent 18 | 2 | 3 | 2 | 3 | 4 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 52 | 52 |
| Respondent 19 | 2 | 2 | 4 | 2 | 5 | 4 | 2 | 2 | 3 | 2 | 2 | 2 | 4 | 5 | 2 | 4 | 2 | 4 | 2 | 2 | 57 | 57 |



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| | | | | | | | | | | | | | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|
| Respondent 20 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 65 | 65 |
| Respondent 21 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 80 | 80 |
| Respondent 22 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 87 | 87 |
| Respondent 23 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 75 | 75 |
| Respondent 24 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 65 | 65 |
| Respondent 25 | 3 | 5 | 4 | 5 | 5 | 5 | 3 | 4 | 4 | 4 | 3 | 5 | 4 | 5 | 3 | 4 | 5 | 4 | 5 | 3 | 83 | 83 |
| Respondent 26 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 3 | 5 | 5 | 3 | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 84 | 84 |
| Respondent 27 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 66 | 66 |
| Respondent 28 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 70 | 70 |
| Respondent 29 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 72 | 72 |
| Respondent 30 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 3 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 90 | 90 |
| Respondent 31 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 61 | 61 |
| Respondent 32 | 4 | 4 | 4 | 3 | 3 | 3 | 5 | 5 | 4 | 3 | 5 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 78 | 78 |
| Respondent 33 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 86 | 86 |

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Result of Questionnaire Validity Test

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| VAR00001 | 66.3030 | 126.718 | .450 | .919 |
| VAR00002 | 66.3333 | 123.354 | .676 | .914 |
| VAR00003 | 66.2727 | 125.080 | .530 | .917 |
| VAR00004 | 66.2727 | 119.017 | .754 | .912 |
| VAR00005 | 66.0909 | 127.273 | .468 | .919 |
| VAR00006 | 66.2121 | 124.672 | .629 | .915 |
| VAR00007 | 66.3636 | 126.864 | .447 | .919 |
| VAR00008 | 66.1515 | 125.820 | .516 | .918 |
| VAR00009 | 66.3030 | 124.968 | .537 | .917 |
| VAR00010 | 66.2424 | 118.189 | .792 | .911 |
| VAR00011 | 66.4848 | 123.383 | .592 | .916 |
| VAR00012 | 66.0303 | 125.468 | .547 | .917 |
| VAR00013 | 66.3030 | 127.968 | .406 | .920 |
| VAR00014 | 66.1818 | 121.966 | .637 | .915 |
| VAR00015 | 66.3030 | 123.155 | .628 | .915 |
| VAR00016 | 66.1515 | 129.820 | .347 | .921 |
| VAR00017 | 66.1515 | 122.320 | .670 | .914 |
| VAR00018 | 66.2424 | 123.252 | .647 | .915 |
| VAR00019 | 66.2121 | 119.797 | .768 | .912 |
| VAR00020 | 66.2121 | 125.610 | .503 | .918 |

The Result of Questionnaire Reliability Test

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .920 | 20 |



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UIN Suska Riau
Syarif Kasim Riau

THE RESULT OF STUDENTS' ACHIEVEMENT

| RESPONDENT | NP | NK | SCORE |
|---------------|----|----|-------|
| Respondent 1 | 70 | 70 | 70 |
| Respondent 2 | 73 | 74 | 74 |
| Respondent 3 | 70 | 70 | 70 |
| Respondent 4 | 74 | 74 | 74 |
| Respondent 5 | 72 | 70 | 71 |
| Respondent 6 | 72 | 75 | 74 |
| Respondent 7 | 72 | 70 | 71 |
| Respondent 8 | 70 | 70 | 70 |
| Respondent 9 | 74 | 75 | 75 |
| Respondent 10 | 75 | 75 | 75 |
| Respondent 11 | 75 | 75 | 75 |
| Respondent 12 | 75 | 75 | 75 |
| Respondent 13 | 71 | 73 | 72 |
| Respondent 14 | 73 | 75 | 74 |
| Respondent 15 | 70 | 70 | 70 |
| Respondent 16 | 75 | 75 | 75 |
| Respondent 17 | 70 | 70 | 70 |
| Respondent 18 | 70 | 71 | 71 |
| Respondent 19 | 63 | 86 | 75 |
| Respondent 20 | 75 | 79 | 77 |
| Respondent 21 | 73 | 73 | 73 |
| Respondent 22 | 75 | 75 | 75 |
| Respondent 23 | 74 | 74 | 74 |
| Respondent 24 | 73 | 74 | 74 |
| Respondent 25 | 74 | 75 | 75 |
| Respondent 26 | 73 | 73 | 73 |
| Respondent 27 | 73 | 73 | 73 |
| Respondent 28 | 74 | 75 | 75 |
| Respondent 29 | 74 | 75 | 75 |
| Respondent 30 | 73 | 73 | 73 |
| Respondent 31 | 74 | 73 | 74 |
| Respondent 32 | 75 | 79 | 77 |
| Respondent 33 | 72 | 75 | 74 |

TOTAL 2396 2439 2417.5
MEAN 72.61 73.91 73.26



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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km. 16 Tampung Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web: www.fk.uinsuska.ac.id, E-mail: effak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/12622/2020
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 10 November 2020

Kepada
Yth. Rizki Amelia, S.Pd., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : KURNIA TRI ARDILLA
NIM : 11614203320
Jurusan : Pendidikan Bahasa Inggris
Judul : The Correlation Between Parental Motivation And Student's Achievement In learning English At State Senior High School 2 Siak Hulu
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an, Dekan
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

UIN SUSKA RIAU

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrandt No.155 Km.18 Tampen Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/1401/2020
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 03 Februari 2020

Kepada
Yth. Kepala Sekolah
SMAN 2 SIAK HULU
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

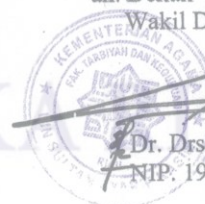
Nama : KURNIA TRI ARDILLA
NIM : 11614203320
Semester/Tahun : VIII (Delapan)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III



Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005



Hak Cipta Dilindungi Undang-Undang

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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 SIAK HULU
AKREDITASI : A

Alamat : Jl. Kubang Raya No. 62 Desa Kubang Jaya Kec. Siak Hulu Telp. (0761) 7079014 Kode Pos 28457
NNS : 30 11 40 68 0 002 NPSN : 10494911 Website : www.sman2siakhulu.sch.id



Nomor
Temp.
Perihal
Terdapat

: 421.3/SMA.2.SH/2020/192

Kubang Jaya, 01 September 2020

: -

: Izin Melakukan PraRiset

Dekan Fakultas Tarbiyah dan Keguruan
UIN SUSKA Riau
Di

Pekanbaru

Dengan hormat, menunjuk surat Sdr. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau No: Un.04/F.II.4/PP.00.9/1401/2020 tanggal : 03 Februari 2020 perihal : Mohon Izin Melakukan PraRiset Sdr ;

| NO | NAMA | NIM | JURUSAN/ PROGRAM STUDI |
|----|--------------------|-------------|------------------------------|
| 1 | KURNIA TRI ARDILLA | 11614203320 | PENDIDIKAN BAHASA INGGRIS |

pada prinsipnya kami dapat memberi izin melakukan PraRiset yang dimaksud sepanjang mengikuti aturan dan tidak mengganggu Proses Belajar Mengajar di SMA Negeri 2 Siak Hulu.

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya, terimakasih.

Kepala,



ALI ISKANDAR, S.Sos
NIP. 19740906 200605 1 001

Tembusan:

1. Yang bersangkutan
2. Arsip

Hak Cipta Dilindungi Undang-Undang

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UIN SUSKA RIAU

KEMENTERIAN AGAMA
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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/9805/2020
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 07 September 2020 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini
memberitahukan kepada saudara bahwa :

Nama : KURNIA TRI ARDILLA,
NIM : 11614203320
Semester/Tahun : IX (Sembilan)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan
judul skripsinya : The Correlation Between Parental Motivation And Students' Achievement
In Learning English At State Senior High School 2 Siak Hulu
Lokasi Penelitian : SMAN 2 SIAK HULU
Waktu Penelitian : 3 Bulan (07 September 2020 s.d 07 Desember 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau



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**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN**

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 18 September 2020

No : 071/Disdik/1.3/2020/ 9109
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMA 2 Siak Hulu
di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/35130 Tanggal 7 September 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : KURNIA TRI ARDILA
NIM : 116142033200
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE CORRELATION BETWEEN PARENTAL MOTIVATION AND STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH AT STATE SENIOR HIGH SCHOOL 2 SIAK HULU

Lokasi Penelitian : SMA 2 SIAK HULU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

(Signature)
Dr. Eng. YUSRI, S.Pd., S.T.M.T
Pembina Tingkat I
NIP. 19661231 199102 1 007

Tembusan:



Dipindai dengan CamScanner



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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/35130
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : n.04/F.II/PP.00.9/9805/2020 Tanggal 7 September 2020**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|--|
| 1. Nama | : KURNIA TRI ARDILA |
| 2. NIM / KTP | : 116142033200 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE CORRELATION BETWEEN PARENTAL MOTIVATION AND STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH AT STATE SENIOR HIGH SCHOOL 2 SIAK HULU |
| 7. Lokasi Penelitian | : SMA 2 SIAK HULU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 7 September 2020



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 SIAK HULU
AKREDITASI : A**

Alamat : Jl. Kubang Raya No. 62 Desa Kubang Jaya Kec. Siak Hulu Telp. (0761) 7079014 Kode Pos 28457

NPS : 30 11 40 00 0 002

NPSN : 10494911

Website : www.sman2siakhulu.sch.id



SURAT KETERANGAN

No: 421.3/SMA.2-SH/2020/220

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 2 Siak Hulu Kab. Kampar Provinsi Riau, berdasarkan surat Kadis Pendidikan Provinsi Riau No : 071/Disdik/1.3/2020/9189 tanggal : 18 September 2020 perihal : Izin Riset/Penelitian Sdr, dengan ini menerangkan bahwasanya ;

N a m a : **KURNIA TRI ARDILA**
 NIM : **116142033200**
 Program Studi : Pendidikan BAHASA INGGRIS
 Jenjang : **S1**
 Fakultas/Universitas : Tarbiyah dan Keguruan / UIN Suska Riau
 Judul Penelitian : **THE CORRELATION BETWEEN PARENTAL MOTIVATION AND STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH AT STATE SENIOR HIGH SCHOOL 2 SIAK HULU**

benar yang bersangkutan diatas telah melaksanakan riset/penelitian di SMA Negeri 2 Siak Hulu pada tanggal **18 s.d 25 September 2020**.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan seperlunya, terimakasih.

DIKELUARKAN DI : KUBANG JAYA
 PADA TANGGAL : 05 OKTOBER 2020
 Kepala,



ALI ISKANDAR, S.Sos, M.Pd
 NIP. 19740906 200605 1 001



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: Jl. H. R. Soebrandt Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

LAMPIRAN BERITA ACARA UJIAN PROPOSAL

Nama : kurnia Thi Ardilla
Nomor Induk Mahasiswa : 11614203320
Hari/ Tanggal : Kamis, 23 Juli 2020
Judul Proposal Penelitian : The Correlation Between Parental Motivation And Student Achievement In Learning English At State Senior High School 2 Siak Hulu

| NO | URAIAN PERBAIKAN |
|----|---|
| 1. | Judul, kata toward seorah motivation diganti dengan And karena lebih cocok. |
| 2. | Background Paragraf 1 sampai seterusnya harus sesuai Intambung. |
| 3. | Sesuaikan formulation of the Problem, Jenis, teori data Pengumpulan dan analisis data |
| 4. | Koreksi grammat. Perbaiki tulisan dan rapiakan sesuai APA style |
| 5. | Significante of the research lebih jelas lagi spesifiknya. |
| 6. | lebih jelasnya atau bikin spesifik dari the reason Choosing the title. |

Penguji I

Nuardi, M.Pd.

Pekanbaru, 23 Juli 2020
Penguji II

Zelly Putriani, M.Pd.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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كلية التربية والتعليم

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Alamat : Jl. H. R. Soebrantas Km. 15 Tandan Pekbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Kurnia Tri Ardilla
Nomor Induk Mahasiswa : 11614203320
Hari/Tanggal Ujian : Kamis, 23 Juli 2020
Judul Proposal Ujian : The Correlation Between Parental Motivation And Student Achievement In Learning English At State Senior High School 2 Siak Hulu
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

| No | NAMA | JABATAN | TANDA TANGAN | |
|----|-----------------------|------------|---|---|
| | | | PENGUJI I | PENGUJI II |
| 1. | Nuardi, S.Pd, M.Ed | PENGUJI I |  | |
| 2. | Zelly Putriani, M.Pd. | PENGUJI II | |  |

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Drs. M. Muddidin, M.Ag
NIP. 196609241995031002

Pekanbaru, 8 Agustus 2020
Peserta Ujian Proposal



Kurnia Tri Ardilla
NIM. 11614203320

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





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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizki Amelia, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 130117073
3. Nama Mahasiswa : Kurnia Tri Ardilla
4. Nomor Induk Mahasiswa : 11614203320
5. Kegiatan : Bimbingan Skripsi

| No | Tanggal Konsultasi | Materi Bimbingan | Tanda Tangan | Keterangan |
|----|--------------------|---|---|------------|
| 1. | September 2020 | Instrumet |  | |
| 2. | 5 November 2020 | Chapter 4 |  | |
| 3. | 13 November 2020 | Chapter 4, 5 and references |  | |
| 4. | 30 November 2020 | Abstract, acknowledgment, list of contents, tables and figure |  | |
| 5. | 15 Desember 2020 | Appendices |  | |
| 6. | 4 Januari 2021 | Review all chapter |  | |
| 7. | 7 Januari 2021 | Acc to join final Exam |  | |

Pekanbaru, 7 Januari 2021
Pembimbing,



Rizki Amelia, M.Pd
NIK.130117073

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